PROFESSIONAL-TECHNICAL EDUCATION
FY 2003 ANNUAL REPORT

OUR MISSION

To provide Idaho's

YOUTH AND ADULTS

with

TECHNICAL SKILLS,

KNOWLEDGE,AND

ATTITUDES

necessary for **SUCCESSFUL**

PERFORMANCE

in a highly effective workplace.

Idaho
Professional
Technical
Education

Professional-Technical Education
is governed by the
State Board of Education,
designated as the
State Board for Professional-Technical Education.

State Board of Education Members for FY 2003

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Mike Rush,
State Administrator
Division of
Professional-Technical
Education

The economy created the big story for professional-technical education in fiscal year 2003. Sharply reduced revenues forced the reduction of nearly 9 percent in funding from the year before while the slumping job market created a need for more people to get an education. The institutions responded by becoming more efficient, reducing overhead, hiring part-time faculty and delaying the purchase of instructional equipment. These efforts allowed increased enrollments throughout the system. Support at the secondary level was also reduced which contributed to a small reduction in the number of programs. Enrollment at the secondary level, however, increased. Communication from business continued to indicate a strong need for additional professional-technical programs.

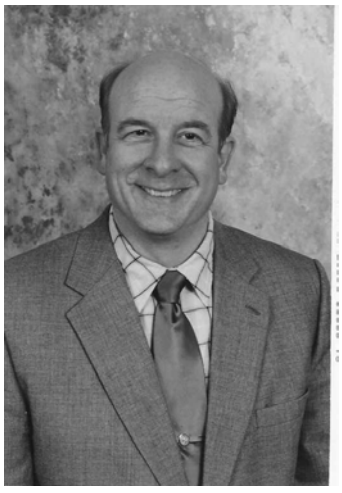
As part of the ongoing “quality agenda” implemented by the Division, a project was begun to crosswalk all of the professional-technical content to the high school academic achievement standards. At the end of the year, 76 professional-technical courses had been crosswalked with the standards. This effort, combined with improved curricula tied to industry standards, better accountability, and articulation of secondary and postsecondary education made professional-technical programs more effective. Tech Prep participation alone, increased by 54% in just one year.

Finally, the Division continued to promote the use of technology to improve efficiency and opportunity. This year, reporting was made easier by including all of the major secondary reports in the on-line, web-based format. In addition, the internet health professions course was expanded to 493 students from 44 rural high schools contributing to an 18% increase in the secondary health professions enrollment.

The Division is critically aware of the need for quality professional-technical education and is deeply appreciative of the efforts of the State Board of Professional-Technical Education, Governor, legislature, business, institutions and schools for helping to make that education possible.

Sincerely,

Mike Rush
Administrator



PROFESSIONAL-TECHNICAL SYSTEM HIGHLIGHTS

Idaho's professional-technical education system experienced significant growth between 1998 and 2003 and also consistently improved the content and rigor of professional-technical programs. Two hundred twenty-three (223) new secondary programs were activated with a net increase of 14.3% (131 programs were discontinued). Secondary enrollment increased 17.4%. The numbers of postsecondary programs were up 2% and postsecondary enrollments were up 29% (20% in full-time equivalent).

Postsecondary enrollment increased by 6.7% (Headcount), or 1% (FTE), from FY2002 to FY2003. This was particularly significant, however, since the postsecondary budget was reduced by 9% for FY2003. The state support dropped by over $760 for each student.

A major curriculum alignment project began in FY2003 using a curriculum software package to assist Idaho's professional-technical to reinforce the skills outlined by the Idaho Achievement Standards. During the year, 409 out of 927 PTE teachers received training on the use of the software and the curriculum was aligned with the Idaho Academic Achievement Standards in 76 PTE courses.

The number of secondary students enrolled in PTE courses as Tech Prep students in FY2003 was 6,830, an increase of 54% from FY2002. Students enrolled in Tech Prep courses in high school will not need to repeat those courses when continuing in that program at a postsecondary institution.

Idaho's technical colleges played a key role in a number of rural development projects in FY2003. For example:

- The College of Southern Idaho provided upgrade training for technicians in English in the Workplace for all employees at Lamb Weston, a food processing plant in Southern Idaho.
- Lewis Clark State College provided online Enhanced Medical Terminology training to students from Orofino, Moscow, Pierce, Genesee and Riggins.
- Idaho State University provided rural participants from American Falls, Malad, Blackfoot, Soda Springs, Preston and Montpelier with skills needed to develop a business via the internet through its E-Commerce Empowerment project.
- Eastern Idaho Technical College used rural development funds to provide coordination of Computer Basics to people in Driggs, Salmon St. Anthony, Rexburg and Ashton. In addition, wildland firefighting skills were taught to rural firefighters in 55 classes.

Idaho's firefighter certification process received re-accreditation for Firefighter 1 and Firefighter 2. This accreditation allows credentials earned in Idaho to be accepted in 41 states and 7 foreign countries.

In FY2003, 2,636 teachers received training to improve their skills. The inservice activities covered a number of components such as support for university teacher education programs for teachers straight out of industry, ongoing support for new teachers, curriculum development and analysis, resource acquisition, and leadership training. In addition, over 800 instructors, administrators and other educators attended the Professional-Technical Summer Conference.

The web-based Fundamentals of Health Professions course was offered in Regions II, III, IV, and VI. A total of 493 students from 44 rural high schools enrolled in the web-based course.

As part of the Division's ongoing commitment to provide convenient service to the Local Education Agencies (LEAs), the internet-based data reporting tool was expanded. The tool, referred to as the Online 10 Forms, allowed schools to report course information, enrollment information, follow-up information and reimbursement claims online. This tool significantly increased reporting accuracy and efficiency.

The Workforce Training Network (WTN), in coordination with the State Division of Professional-Technical Education, coordinated training resources from all six technical colleges in cooperation with the Departments of Labor and Commerce. In addition, Workforce Training Fund grants were used to provide customized training to more than 168 new Idaho employees through the technical college system. Technical colleges provided training for five companies awarded Workforce Training Fund grants in FY2003.

A Spanish version of the American Careers magazine for Idaho Parents was distributed to Spanish-speaking parents of 8th grade students. Like the English version, it contained general information about careers as well as planning activities for a parent to use with a child. The parent edition complemented the American Careers Student Planner and was a resource for parents to help their children understand how career plans for the future fit into today's educational decisions. Both parent magazines were provided at no cost to parents through a partnership with the Department of Labor, the Department of Health and Welfare and the Division of Professional-Technical Education.

A Career Guidance Blueprints CD was created with 52 career activities for grades K-12. These classroom activities were aligned with Idaho Achievement Standards and Idaho Career Development Standards. The Blueprints CD was distributed to counselors and teachers throughout Idaho in FY2003.

STOP the Violence Training was held for members of Family Career and Community Leaders of America (along with their advisors, school counselors and school resource officers) for the purpose of empowering students to recognize, report and reduce the potential for violence in their community. The learning activities include Bullying Prevention, Conflict Resolution, Verbal Violence Prevention, Respecting Differences, Anger Management and Unwanted Touching and Dating Violence.

GOVERNANCE

Idaho has a streamlined educational structure with a single State Board of Education responsible for all public education including from kindergarten through graduate school. The single Board of Education structure in Idaho allows for a coordinated, accountable system of education, working cohesively for the betterment of the citizens of Idaho.

Statutory authority for the Division of Professional-Technical Education is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Section 33-2202 defines Professional-Technical Education as secondary, postsecondary and adult courses, programs, training and services administered by the Division of Professional-Technical Education for occupations or careers that require other than a baccalaureate, master's or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the professional-technical delivery system of public secondary and postsecondary schools and colleges.

The Division of Professional-Technical Education is the administrative arm of the State Board for Professional-Technical Education, and provides leadership, advocacy and technical assistance for professional-technical education in Idaho, from secondary through adult. The Division provides the focus for professional-technical education within existing schools and institutions by targeting resources, organizing and applying industry input, providing technical assistance to program areas, managing programs and providing leadership for student organizations. The Division also acts as the administrative agency for the State Occupational Information Coordinating Committee.

The role of the Division of Professional-Technical Education is to administer professional-technical education in Idaho. The Division:

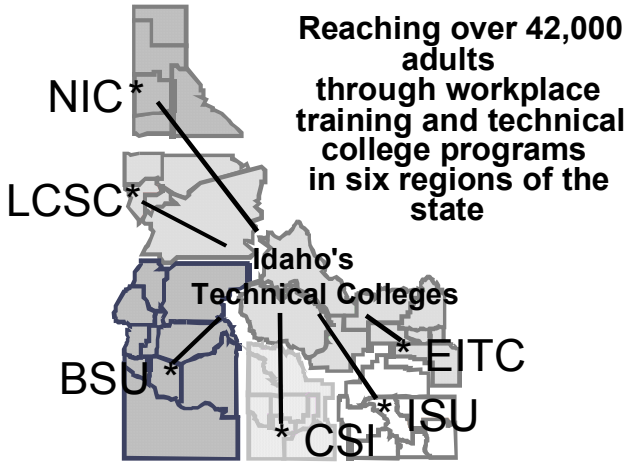
- provides statewide leadership and coordination for professional-technical education
- assists local educational agencies in program planning, development and evaluation
- promotes the availability and accessibility of professional-technical education
- prepares annual and long-range state plans
- prepares an annual budget to present to the State Board and the Legislature
- provides a state finance and accountability system for professional-technical education
- evaluates professional-technical education programs
- initiates research, curriculum development and professional development activities
- collects, analyzes, evaluates, and disseminates data and program information
- administers programs in accordance with state and federal legislation
- coordinates professional-technical education related activities with other agencies, officials and organizations

Idaho's Professional-Technical Education System is the state's primary educational delivery system for preparing Idaho's workforce. Professional-technical education programs are integrated into a larger, academic institutional structure through public school districts or colleges and universities.

Postsecondary -- Postsecondary professional-technical education programs and services are delivered through a statewide system of six technical colleges. Technical colleges deliver occupational programs on a full- or part-time basis, adult upgrading and retraining, customized training, related instruction for apprentices and emergency services training which includes fire service, hazardous materials and anti-terrorism training. Workforce development/customized training (short-term training), delivered through the technical college system, trains individuals who need to upgrade their current job skills and/or develop new job skills to remain in their current job or find new employment. This training also responds directly to the specific needs of new and expanding business and industry. Each technical college has a Center for New Directions to provide individual assessment, counseling, job readiness training and supportive services as a complimentary and effective component prior to and during training. Many of the technical colleges are also responsible for adult basic education (ABE).

Three of the six technical colleges are part of four-year institutions, two are part of community colleges, and one is a stand-alone technical college. The six technical colleges are:

- Boise State University
  Larry G. Selland College of Applied Technology
  (Boise)
- College of Southern Idaho
  Professional-Technical Division (Twin Falls)
- Eastern Idaho Technical College (Idaho Falls)
- Idaho State University College of Technology
  (Pocatello)
- Lewis Clark State College
  School of Technology (Lewiston)
- North Idaho College
  School of Applied Technology
  (Coeur d'Alene)



Secondary -- Secondary professional-technical education programs and services are provided through junior high/middle schools, comprehensive high schools, professional-technical schools and cooperative programs with the technical colleges.

Linkages -- Tech Prep links secondary and postsecondary professional-technical programs through written and approved articulation agreements between high schools and technical colleges. These agreements help students prepare for work by linking two years of education in high school with two or more years in technical college. Tech Prep allows students to shorten and/or enhance their postsecondary education because they have earned postsecondary credit while in high school.

FUNDING

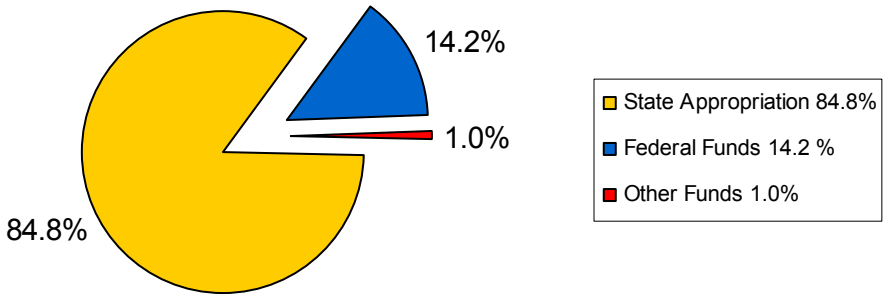
The Idaho Professional-Technical Education System is accountable to Idaho citizens. It is administered with the philosophy that Idahoans deserve the highest level of performance at the lowest practical cost.

DISTRIBUTION

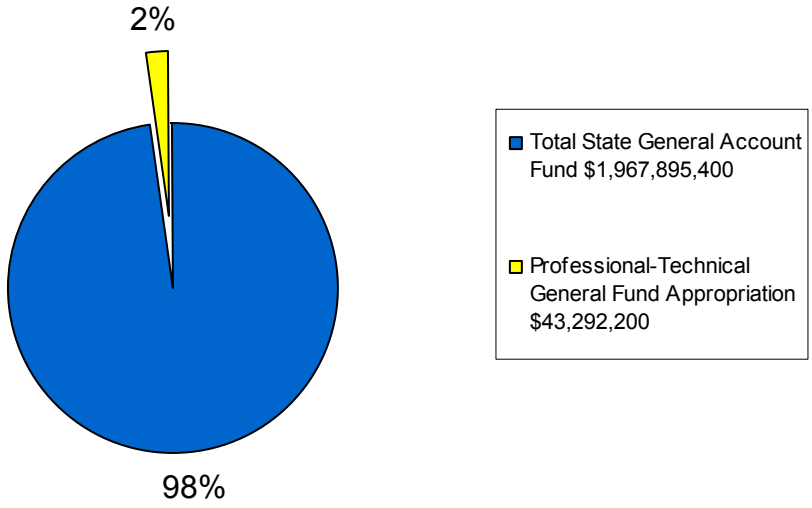
In FY2003, 2.2% of the total State General Fund was appropriated to the Division of Professional-Technical Education for professional-technical education. The State General Fund and federal resources were the two primary funding sources for Professional-Technical Education. The State General Fund, appropriated by the Idaho Legislature, supplied 84.8% of the budget, and the federal government supplied 14.2%.

Distribution of Professional-Technical Appropriated Funds

Total Appropriated Funds -- $51,049,800



Relationship of Professional-Technical Education to Total State Appropriation



POSTSECONDARY PROGRAMS

The technical college system is funded through the State General Fund for faculty salaries, operating expenses, capital outlay and local administration. The postsecondary system also receives federal professional-technical education funds. Student fees are included in the main institutional budgets to support plant maintenance and operations. In some circumstances, part-time student fees are used to support instruction.

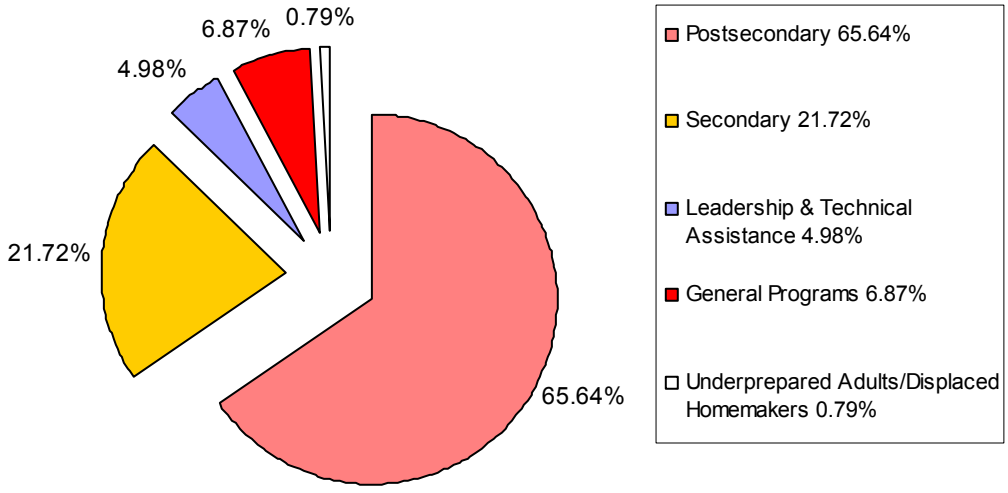
Workforce development/customized training (short-term training) for adults is paid primarily by employer contributions and user fees, with additional support from the professional-technical education general program budget.

SECONDARY PROGRAMS

At the secondary level, state appropriated professional-technical funds provide added-cost funding for professional-technical programs. These funds pay for those costs which are above and beyond the costs of regular instruction and include extended teacher contracts, equipment and supplies. The state is currently reimbursing approximately 25% of these added-costs for operation of high school professional-technical programs. The secondary programs also receive federal professional-technical funds.

In 1998, the Idaho Legislature passed legislation allowing school districts to establish professional-technical schools that qualify for funding through the Division of Professional-Technical Education. State funded added-cost support units are provided for professional-technical schools to offset higher costs associated with these schools.

Use of Professional-Technical Funds



PROGRAMS

Professional-technical education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current or emerging fields, or to continue their education. The scope of professional-technical education ranges from career awareness and pre-vocational skill development at the junior high/middle school level to highly specialized, customized training for Idaho industry at the postsecondary level.

The foundation of professional-technical education is the technical training program. The program content has changed dramatically over the years to keep pace with rapid technological advances in the work environment. Professional-technical education programs also include the connections within and among technology, science, mathematics, communications and other academic disciplines. Idaho's professional-technical training program areas include:

- Agricultural Science and Technology
- Business and Office Technology
- Family and Consumer Sciences
- Health Professions Education
- Individualized Occupational Training (IOT)
- Marketing Education
- Technology Education
- Trade and Industry
- Emergency Services Training
- Career Guidance
- Upgrade and customized training

Agricultural Science and Technology (AST) prepares secondary and postsecondary students for careers in dynamic, global, natural resource-based industries. Rapidly changing technologies create exciting new career opportunities in the agricultural community. Environmental management, food quality assurance, biotechnology, horticulture, turf and landscape management, agricultural research, toxicology, aquaculture, communications, international marketing and many other emerging fields are all linked to the central agricultural core of production, processing and distribution of food and fiber products. Agricultural Science and Technology programs also build global awareness and develop student leadership for the food, fiber and natural resource industries. Farm Business Management, under the AST program, is a three-year curriculum to assist farm families to develop the management skills necessary to analyze and operate a profitable business enterprise.

The student organizations affiliated with Agricultural Science and Technology programs are: FFA – **Idaho FFA Association** and IPAS--**Intermountain Postsecondary Agriculture Student Organization of Idaho**.

Business and Office Technology prepares secondary and postsecondary students for entry into and advancement in business and management careers. Students are able to select and apply the tools of technology as they relate to personal and business decision making. They develop the ability to participate in business transactions in both the domestic and international arenas. Students use accounting procedures to make decisions about planning, organizing and allocating resources. They apply the principles of law in personal and business settings. Finally, students develop interpersonal, teamwork and leadership skills necessary to function in diverse business settings.

The student organization affiliated with Business and Office Technology programs at both the postsecondary and secondary levels is BPA – ***Business Professionals of America***.

Family and Consumer Sciences prepares secondary and postsecondary students for success in their personal life as well as for careers in early childhood professions, food production and management, housing and interiors, apparel design and merchandising, hospitality, education and human services. Secondary students may apply their knowledge and skills to directly enter the workforce or to continue their education in a family and consumer sciences related program at a technical college or a university. Family and Consumer Sciences education also helps individuals balance life in the home, community and workplace.

The student organization affiliated with Family and Consumer Sciences is FCCLA – ***Family, Career and Community Leaders of America.***

Health Professions Education at the secondary level provides students an opportunity to gain some basic competencies and to learn about career options in Health Professions. At the postsecondary level, one- and two-year programs are available that result in technical certificates and associate of applied science degrees along with industry licensure. The Workforce Training Centers, located at the six technical colleges, provide a number of certificate of completion classes that may be accomplished in less than one semester. All programs are designed to qualify graduates for immediate employment in Idaho's expanding health care industry.

The student organization affiliated with Health Professions Education is HOSA – **Health Occupations Students of America.**

Individualized Occupational Training (IOT) combines a secondary school-based career class with work-based technical training. IOT programs capitalize on student interests and strengths and extend the range of professional-technical training a school can offer. The program's design includes three foundational components -- school-based, work-based, and connecting activities – that prepare students for work or further postsecondary education. Instructors work with business and industry to develop competencies that students will complete while at the worksite.

Marketing Education provides classroom instruction and work-based experiences to secondary and postsecondary students in Marketing, Business Management, Entrepreneurship, E-Business, Communication and Interpersonal Skills, and Economics. The following areas of study are presented in terms of their relationship to marketing of goods, services, or ideas: Distribution, Financing, Marketing Information Management, Pricing, Product/Service Management, Promotion and Selling. Youth and adults are prepared for careers in sales, advertising, retail, food and restaurant marketing, hospitality and tourism, hotel and motel marketing/management, business management, marketing and international marketing.

The student organizations affiliated with Marketing Education are: DECA – ***Students in Marketing Education*** (secondary) and DEX ***- Delta Epsilon Chi*** (postsecondary)***.***

Technology Education teaches students to be technologically literate. Students study, design, research, construct and test structures, materials, and techniques commonly used in todays highly advanced industrial applications. Instruction is centered on informational, physical, and biological/chemical systems. These areas comprise the umbrella of knowledge needed to function in a technological world and include the connections within and among technology, science, mathematics and other academic disciplines. Students develop critical thinking and problem solving abilities within the context of technological applications.

The student organization affiliated with Technology Education is T.S.A. – ***Technology Student Association.***

Trade and Industry programs mirror the technologies of today's industries by using advanced concepts and functions in an educational environment. The purpose of T&I education is to prepare secondary and postsecondary students for careers that require a strong academic base with sound technical skills, and the ability to transfer those skills in a technically mobile occupational setting. Programs use national skill standards as the basis for their curricula and cover approximately 40 occupational areas such as electronics, automotive technology, welding, graphics and design, computer repair, information technologies, broadcast technology and journalism. Some of the new skilled occupations being offered in Idaho schools include Robotics and Automated Manufacturing, 3-D Animation, Media Technologies, Environmental Sciences and Aviation. Students receive state-of-the-art instruction from instructors who have served in the industry and are certified technicians.

The student organization affiliated with Trade and Industry is **SkillsUSA.**

Career Guidance provides students with the tools and services to assist them in making educational and career decisions. Counselors are actively involved in guidance activities that assist all students in making career choices. They help students in self-assessment, knowledge of educational programs and knowledge of current labor market trends.

Emergency Services Training (EST) provides fire, rescue, hazardous materials and anti-terrorism training for agencies and personnel within the Idaho Public Safety Sector. Training programs for paid and volunteer firefighters meet the standards of the International Fire Service Accreditation Congress (IFSAC).

SERVICES

Single Parents and Displaced Homemakers programs provide adult single parents and displaced homemakers with services through a network of counseling centers called Centers for New Directions. Services provided to help clients move from dependence to independence include:

- personal, career and educational counseling
- assessment and testing; training in life skills
- preparation for employment and training
- support services

Department of Correction professional-technical education courses provide for certificate level preparation in specific occupational areas that can lead to successful employment opportunities upon release. These courses are offered at the Idaho State Correctional Institution, Pocatello Women's Correctional Center, North Idaho Correctional Institution, Idaho Correctional Institution at Orofino, Idaho Maximum Security Institution, and Southern Idaho Correctional Institution.

Idaho's Career Information System (CIS) provides Idaho residents with comprehensive information about education and work to help them choose the right education and make successful career decisions.

Academic Skills Development provides academic skills assessment and remediation to enable unprepared and underprepared adults at the technical colleges to succeed in professional-technical education programs and in the workplace.

Short-Term Work Force Training provides short-term, industry specific, customized training closely related to the regular postsecondary programs for individuals already in the workforce and for dislocated and displaced workers. Training is also specifically customized for business and industry to provide a ready workforce for new and expanding companies.

SECONDARY RESULTS

The level of high school student participation in professional-technical education programs increased by 0.73% from FY2002, in comparison to a 0.34% increase in overall secondary enrollment.

Secondary students attained positive placement of 92%.

In FY2003, 88.6% of secondary completers demonstrated mastery of the competencies in capstone courses, compared to 88.2% in FY2002.

In FY2003, 109 school districts had approved professional-technical programs.

In FY2003, 11 professional-technical schools offered 100 programs to 3,835 students (compared to 90 programs and 3,286 students in FY2002). This was a 16.71% increase in enrollment.

Positive placement rates among the 11 Professional Technical Schools ranged from 100% to 91.6% for an average rate of 95.54% in FY2003. (Note: these rates include employment as well as enrollment in further education.)

The number of approved secondary professional-technical education programs decreased from 746 in FY2002 to 736 in FY2003. The amount of state added cost reimbursement was reduced by 8.5% during this time.

A total of 2,455 students were enrolled in the 62 Information Systems Technology programs delivered statewide.

Kuna High School's Agriculture Science and Technology Program, which served 269 students, received the Secondary Program Training award. This program, modeled after Idaho state guidelines, included three integral components: (1) classroom and laboratory instruction; (2) an FFA chapter with 120 members; and (3) Supervised Agricultural Experience.

The number of secondary students participating in Tech Prep in FY2003 increased by 54%, from 4,434 in FY2002 to 6,830 in FY2003, even though the number of Tech Prep agreements decreased from 365 to 364.

Leadership development was included as an integral part of all professional-technical programs. Affiliated participation in student organizations at the secondary level in FY2003 was:

FFA	3,367
BPA	1,815
FCCLA	4,062
DECA	680
HOSA	241
TSA	238
SkillsUSA-VICA	1,470

Program quality was demonstrated through success of students in national competitions:

- Gold medals were awarded to 16 FCCLA members for their achievement at the national leadership STAR Events. Two students from Firth High School scored 100% in the Focus on Children event at the national leadership meeting.

- Special recognitions went to Meridian High School for a second place finish in Dairy Foods, to Troy High School for a third place finish in Creed Speaking, to Fruitland High School for a fifth place finish in Farm Business Management and to Melba High School for a ninth place finish in Dairy Cattle Evaluation at the FFA National Convention. In addition, 23 Idaho FFA members received a total of $31,700 in scholarships through the National FFA Scholarship Program.

- Blackfoot High School won the first place trophy in the Idaho Ford/AAA Skills Event held at Boise State University. They went on to win 20th in the national event held in Washington D.C. In addition, 7 secondary students placed in the top 10 in the National Skills Leadership Conference.

- Two HOSA students from the Eastern Idaho Professional-Technical High School in Idaho Falls were awarded 10th place in the Career Health Display competition at the National Health Occupations Students of America Leadership Conference.

- During the International DECA Career Development Conference, students from the following schools were event finalists: Capital High School in Vehicles and Petroleum and in Learn and Earn; Meridian High School and Lewiston High School in Apparel and Accessories Marketing Management Level; and Meridian High School in Advertising Campaign.

- The CAD/CAM Program at the Riverbend Professional-Technical Academy competed in the Autonomous Underwater Vehicle Competition in August, 2002. The students finished in 9th place, ahead of the US Naval Academy and the University of Colorado.

PROFESSIONAL-TECHNICAL EDUCATION ENROLLMENTS
ANNUAL ENROLLMENT SUMMARY FOR FY2003

	1998	1999	2000	2001	2002	2003	1-Yr % Change	5-Yr % Change
High School {1}	75,611	76,118	76,509	74,696	75,098	75,355	0.34	-0.34
Professional-Technical Totals {2}	65,408	71,323	74,011	75,622	76,201	76,758	0.73	17.35
Ag Science & Technology	8,971	9,427	9,293	8,940	8,990	8,786	-2.27	-2.06
Business Education	19,321	21,459	22,280	22,485	23,324	24,080	3.24	24.63
Health Professions	1,427	1,901	2,197	2,134	2,260	2,664	17.88	86.69
Family/Consumer Sciences	16,224	17,157	16,158	16,384	15,480	15,520	0.26	-4.34
Occup Fam/Cons Sciences	787	889	1,086	903	902	951	5.43	20.84
Marketing Education	1,896	2,221	2,110	2,331	2,342	2,425	3.54	27.90
Technology Education	7,460	8,098	8,121	8,556	8,634	8,184	-5.21	9.71
Trade & Industry	7,359	7,573	8,979	10,505	11,189	10,945	-2.18	48.73
Multi-Occupations {3}	168	30	0	0	0	0	N/A	N/A
Individualized Occupational Training	1,795	2,568	3,787	3,384	3,080	3,203	3.99	78.44
Special Populations {4}	16,540	19,666	19,899	21,658	24,757	26,304	6.25	59.03
Tech Prep {5}	2,358	{6} 1,620	2,334	3,211	4,434	6,830	54.04	189.65
Professional-Technical Schools {7}	N/A	817	1,771	2,435	3,286	3,835	16.71	N/A

{1} Public School Grades 9-12. Numbers do not include ungraded secondary students.

{2} Enrollments are unduplicated within program areas, but some duplication does occur between program areas (i.e. a student who is enrolled in classes in both Business and Graphic Arts).

{3} Multi-Occupations has been gradually replaced by Individualized Occupational Training (IOT).

{4} These numbers reflect students who are included in the program enrollments above.

{5} These students have signed up for a four-year program culminating in a postsecondary AAS degree or other two-year postsecondary credential. Most of these students are enrolled in professional-technical program areas listed above.

{6} This drop was due in large part to a revision in the way tech prep students were tracked and counted.

{7} These students attend advanced classes approved for separate Professional-Technical Schools/Academies. They are all enrolled in professional-technical program areas listed above.

POSTSECONDARY RESULTS

Postsecondary professional-technical education completers attained positive placement of 95%.

The number of full-time equivalent postsecondary AAS Degree/Certificate students increased by 6.65%. Accrued head-count increased by 1.02%. Since the postsecondary appropriation was reduced by 9% during this same time, state support per student dropped by $763.

The number of approved postsecondary professional-technical education programs decreased from 151 to 150.

Workforce and customized training was delivered to 29,430 adults for retraining and upgrading work skills through 2,277 short-term training classes. Since 1999, over 200,000 adults have been served through the short-term training system.

Fire service, hazardous materials and emergency services training were delivered through 249 classes to 4,391 emergency personnel.

At the postsecondary level, 451 Hispanic students (compared to 439 in FY2002) and 176 Native American students (219 in FY2002) were enrolled. The percentage of Hispanics in professional-technical programs increased slightly, while the percentage of Native American students dropped by one-half percent to FY2000 levels.

The State Employee Information Technology Training Program facilitated the training of 125 individuals and 32 classes.

The Centers for New Directions served over 1800 individuals. Seventy-one percent (1,299) had a positive outcome measured by educational or employment gains.

The Centers for New Directions provided nontraditional career activities to 191 single parents and displaced homemakers; of those, 125 (65%) enrolled in or continued in nontraditional technical programs. Twenty-three percent (44) graduated from nontraditional technical programs and 26% (49) entered nontraditional jobs. (Nontraditional grants allow each Center to provide pre-vocational training and/or financial stipends for participants wishing to enter a nontraditional professional-technical education program. The significance of nontraditional training is that it typically leads to higher paying jobs.)

Programs were provided in coordination with the technical colleges and the Department of Correction to deliver training via distance learning to incarcerated men and women at the State Correctional facilities. Fifty-four individuals took part in the training provided through the six technical colleges. Courses provided at correctional facilities included Flagging, Business and Office Procedures, Custodial Training, Customer Service, Blue Print Reading, Food Service, Basic Firefighting and Safety.

Idaho State University College of Technology Practical Nursing program received the Postsecondary Program of Study and Training Award. The program's curriculum met industry standards and students received training in clinical settings, alternative care settings and health departments. In FY 2003, every student passed their board exams and job placement was 100%.

Course delivery and video conferencing for state agencies, business and industry and postsecondary institutions were provided via the distance learning network.

POSTSECONDARY RESULTS

There were 1,505 students enrolled in business technology, software engineering, computer applications, network support, computer networking technology and web development courses.

Participation in Professional-Technical Student Organizations at the postsecondary level in FY2003 was:

IPAS	5
BPA	173
DEX	147
HOSA	6
SkillsUSA-VICA	268

Program quality was demonstrated through success of students in national competitions:

- Four SkillsUSA students placed in the top ten at the National Skills Leadership Conference. Students from BSU won the gold in Internetworking, the silver in Collision Repair and the bronze in Electronics. ISU won the silver in Aviation Maintenance.

- Nine DEC students were top ten finishers at the National DEC Career Development Conference. BSU won second place in Entrepreneurship and placed in the top 10 in Sports and Entertainment Marketing and Retail Marketing. ISU won first place in International Marketing. LCSC placed in the top 10 in Entrepreneurship Team and Management Decision Making-Merchandising. In addition, the team from LCSC won second in the Quiz Bowl competition.

PROFESSIONAL-TECHNICAL EDUCATION ENROLLMENTS
ANNUAL ENROLLMENT SUMMARY FOR FY2003

	TOTAL	BSU	CSI	EITC	ISU	LCSC	NIC
AAS/Cert. Enrollment							
Accrued Headcount	8,293	1,548	1,965	1,405	1,825	748	802
Student FTE *	4,458	870	738	579	1,210	477	584
No. of Programs	150	30	31	16	35	18	20
Short-Term Training							
Accrued Headcount **	33,821	7,873	4,414	5,046	5,668	3,602	7,218
Short-Term Training	29,430	6,530	3,564	4,677	5,267	3,161	6,231
Hazardous Materials Trng	1,411	457	231	122	141	188	272
Fire Service Training	2,823	842	581	247	249	253	651
Anti-Terrorism Training	157	44	38	0	11	0	64
Student FTE	920	223	150	90	165	98	194
Number of Classes	2,526	553	199	379	515	388	492
Total Enrollments							
AAS/Cert. & Short Term Accrued Headcount	42,114	9,421	6,379	6,451	7,493	4,350	8,020
AAS/Cert. & Short-Term Accrued Student FTE	5,378	1,093	888	669	1,375	575	778
Other Enrollments/Services							
Center/New Directions	1,910	243	223	242	728	228	246
Adult Basic Education	7,994	2,505	2,122	804	932	429	1,202
Corrections (FTE)	61						

* Full-time Equivalent

** The Short-Term Training accrued headcount, student FTE and number of classes include all Short-Term, Hazardous Materials, Fire Service, Emergency Medical (through FY99) and Anti-Terrorism (beginning in FY01) training data.

POSTSECONDARY PROFESSIONAL-TECHNICAL EDUCATION
FISCAL YEAR ENROLLMENT HISTORY

	1998	1999	2000	2001	2002	2003	1-Year % Change	5-Year % Change
Boise State University								
AAS/Certificate								
Student FTE	829	904	896	818	866	870	0.46%	4.95%
Accrued Headcount	1,098	1,235	1,259	1,291	1,445	1,548	7.13%	40.98%
Short-Term								
Student FTE	306	325	266	194	239	223	-6.69%	-27.12%
Accrued Headcount	9,029	9,286	7,984	6,652	7,649	7,873	2.93%	-12.80%
College of Southern Idaho								
AAS/Certificate								
Student FTE	542	576	617	658	717	738	2.93%	36.16%
Accrued Headcount	1,203	1,217	1,555	1,812	2,164	1,965	-9.20%	63.34%
Short-Term								
Student FTE	147	119	92	201	126	150	19.05%	2.04%
Accrued Headcount	4,790	3,457	2,920	5,227	2,824	4,414	56.30%	-7.85%
Eastern Idaho Tech College								
AAS/Certificate								
Student FTE	370	386	424	466	536	579	8.02%	56.49%
Accrued Headcount	1,301	1,495	1,197	1,356	1,399	1,405	0.43%	7.99%
Short-Term								
Student FTE	42	124	252	233	112	90	-19.64%	114.29%
Accrued Headcount	2,479	6,933	16,000	14,008	5,111	5,046	-1.27%	103.55%
Idaho State University								
AAS/Certificate								
Student FTE	1,191	1,234	1,234	1,144	1,178	1,210	2.72%	1.60%
Accrued Headcount	1,673	1,654	1,606	1,756	1,857	1,825	-1.72%	9.09%
Short-Term								
Student FTE	170	165	167	166	159	165	3.77%	-2.94%
Accrued Headcount	10,170	6,985	8,139	6,898	6,015	5,668	-5.77%	-44.27%

POSTSECONDARY PROFESSIONAL-TECHNICAL EDUCATION
FISCAL YEAR ENROLLMENT HISTORY (continued)

	1998	1999	2000	2001	2002	2003	1-Year % Change	5-Year % Change
Lewis-Clark State College								
AAS/Certificate								
Student FTE	410	425	399	410	448	477	6.47%	16.34%
Accrued Headcount	688	583	485	563	727	748	2.89%	8.72%
Short-Term								
Student FTE	80	128	135	156	132	98	-25.76%	22.50%
Accrued Headcount	4,216	4,851	3,261	4,567	5,034	3,602	-28.45%	-14.56%
North Idaho College								
AAS/Certificate								
Student FTE	362	368	380	344	435	584	34.25%	61.33%
Accrued Headcount	466	470	545	597	617	802	29.98%	72.10%
Short-Term								
Student FTE	159	621	208	187	172	194	12.79%	22.01%
Accrued Headcount	9,029	9,978	9,614	7,624	5,998	7,218	20.34%	-20.06%
TOTALS								
AAS/Certificate								
Student FTE	3,704	3,893	3,950	3,840	4,180	4,458	6.65%	20.36%
Accrued Headcount	6,429	6,654	6,647	7,375	8,209	8,293	1.02%	28.99%
Short-Term								
Student FTE	904	1,482	1,120	1,137	940	920	-2.13%	1.77%
Accrued Headcount	39,713	41,490	47,918	44,976	32,631	33,821	3.65%	-14.84%

Note: Due to rounding of FTE data, the total shown here may be somewhat different than the actual total reported.

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